

# **Adult Education and Family Literacy Act: Major Statutory Provisions**

Updated November 17, 2014

**Congressional Research Service**

<https://crsreports.congress.gov>

R43789

## Summary

The Adult Education and Family Literacy Act (AEFLA) is the primary federal legislation that supports basic education for out-of-school adults. Commonly called “adult education,” the programs and activities funded by AEFLA typically support educational services at the secondary level and below, as well as English language training. Actual educational services are typically provided by local entities.

AEFLA was created by Title II of the Workforce Investment Act of 1998 (WIA; P.L. 105-220). The authorization of appropriations under WIA lapsed after FY2003, though the program continued to be funded through the appropriations process. In 2014, AEFLA was reauthorized by Title II of the Workforce Innovation and Opportunity Act of 2014 (WIOA, P.L. 113-128). This report will discuss AEFLA as amended by WIOA.

WIOA made a number of changes to the authorizing law but maintained the program’s primary function of authorizing federal grants to state agencies for adult education activities. State agencies may use a portion of federal funds for statewide activities, but the bulk of their grants must be subgranted to local providers. Eligible local providers include local educational agencies, institutions of higher education, community-based organizations, and other qualified entities.

Under WIOA, federal AEFLA grants are allotted to states via two formula grants:

- 88% of state grant funds are allotted to the states based on a formula that considers each state’s relative share of adults who do not have a high school diploma or equivalent and who are not enrolled in school. These funds may support basic education services, coursework toward a secondary school diploma or equivalent, English language training or other adult education services.
- 12% of funds are allotted to the states based on a formula that considers each state’s relative share of immigrants who were admitted for legal permanent residence in past years. These funds support “integrated English literacy and civics education” for English language learners.

WIOA requires that state agency grantees submit and have an approved unified state plan that aligns adult education with other core WIOA programs to meet local labor force needs. State grantees must also report on program performance using a set of metrics that applies across core WIOA programs, including adult education.

While the large majority of annual appropriations support grants to state agencies, statute reserves 2% of annual AEFLA appropriations for National Leadership Activities. These national activities include technical support for state agencies and assistance in meeting the performance accountability requirements of WIOA.

Congress appropriated \$578 million for AEFLA-authorized activities in FY2014. WIOA authorizes the same appropriation level for FY2015. Between FY2015 and FY2020, WIOA authorizes annual increases in AEFLA appropriations, with an authorization level of \$679 million in FY2020.

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## Background

Under the authorization of the Adult Education and Family Literacy Act (AEFLA), the federal government makes grants to states to support services to improve literacy and other basic skills among adults who are not enrolled in school.<sup>1</sup> Commonly called “adult education,” the activities funded by AEFLA provide educational services to adults at the secondary level and below, as well as English language training.

AEFLA-supported adult education services are typically provided by local entities. Students include those seeking to develop basic skills, those seeking to obtain a secondary credential, and English language learners of various educational backgrounds. Curricula and other programmatic details vary based on local student needs and objectives. AEFLA programs are administered at the federal level by the U.S. Department of Education (ED) through its Office of Vocational and Adult Education (OVAE).

## Legislative History and 2014 Reauthorization

AEFLA was originally enacted as Title II of the Workforce Investment Act of 1998 (WIA, P.L. 105-220). AEFLA authorized such sums as necessary to carry out its functions from FY1999 through FY2003. The General Education Provisions Act (GEPA) automatically extended AEFLA authorization through FY2004. After this extension expired, the programs authorized by the act continued to be funded through the annual appropriations process.

In July 2014, AEFLA was reauthorized as Title II of the Workforce Innovation and Opportunity Act of 2014 (WIOA, P.L. 113-128). WIOA authorizes appropriations through FY2020. The AEFLA provisions of WIOA are scheduled to be incrementally implemented over the next several years.<sup>2</sup> This means that, as of this writing, both the federal government and states are operating their adult education programs under the WIA provisions of AEFLA while preparing to implement the WIOA provisions. This report will focus on the WIOA provisions of AEFLA, though it will discuss prior WIA provisions as necessary.

*Note on terminology:* Both WIA and WIOA authorized a group of workforce programs. In each law, Title II was called the Adult Education and Family Literacy Act. This report will refer to the prior adult education law as “the AEFLA provisions of WIA” and the 2014 provisions as “the AEFLA provisions of WIOA.”<sup>3</sup>

## Major Changes to AEFLA in WIOA

The AEFLA provisions of WIOA maintained the general program structure established by the AEFLA provisions of WIA in 1998: the large majority of funding under the act is granted to state agencies that are required to subgrant the bulk of their federal funds to local agencies that provide

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<sup>1</sup> Outlying territories are also eligible for grants, though their treatment is slightly different from the 50 states, the District of Columbia, and Puerto Rico.

<sup>2</sup> A summary of key statutorily-required implementation dates for AEFLA is available from ED at <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-implementation-dates.pdf>.

<sup>3</sup> Subsequent to the enactment of P.L. 105-220, minor changes were made to AEFLA. As such, references to “the AEFLA provisions of WIA” refer to P.L. 105-220 and subsequent amendments that were in place prior to the enactment of WIOA.

the actual services. Smaller portions of the funds support activities of statewide and national significance.

WIOA amended AEFLA to increase emphasis on transitions from adult education programs to employment and postsecondary education. As part of this increased emphasis, WIOA requires states to develop a *unified state plan* that coordinates and aligns the group of core WIOA-authorized workforce programs, including adult education.<sup>4</sup> Previously, states developed a dedicated adult education plan. WIOA also aligns workforce programs by establishing a set of common performance indicators across the core WIOA programs that emphasizes employment outcomes and the attainment of credentials. Under prior law, adult education programs had their own set of indicators.

WIOA authorizes AEFLA appropriations from FY2015 through FY2020. Nominal authorization levels increase each year. The authorization level for FY2015 is \$577,667,000. Between FY2015 and FY2016, the authorization level increases 7.7%. Between FY2016 and FY2020, annual increases in authorization levels are between 2.1% and 2.4%. In FY2020, the authorization level is \$678,640,000. Exact authorization levels for each year are in the “Authorization Level” row of **Table 1**.

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<sup>4</sup> The other core programs are state grants for adults, youth, and dislocated workers authorized under Title I of WIOA; the Wagner-Peyser Employment Service; and Vocational Rehabilitation state grants.

**Table 1. Major Changes to the Adult Education and Family Literacy Act (AEFLA) by the Workforce Innovation and Opportunity Act of 2014 (WIOA)**

	Prior Law	AEFLA Provisions of WIOA
Definition of Adult Education	<p>Defined adult education as “Services or instruction below the postsecondary level for individuals who</p> <ul style="list-style-type: none"> <li>• lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;</li> <li>• do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or</li> <li>• are unable to speak, read, or write the English language.”</li> </ul>	<p>Defines adult education as “Academic instruction and education services below the postsecondary level that increase an individual’s ability to</p> <ul style="list-style-type: none"> <li>• read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;</li> <li>• transition to postsecondary education and training; and</li> <li>• obtain employment.”</li> </ul>
Reservations for National Activities	<p>Reserved 1.5% for National Leadership Activities.</p> <p>Reserved 1.5% for the National Institute for Literacy.</p> <p>Reserved 1.72% for WIA Title V Incentive Grants.</p>	<p>Reserves 2.0% for National Leadership Activities.</p> <p>Repeals other reservations.</p>
State Plan	Required state adult education agency to submit a plan that describes the state’s adult education needs and how the agency will meet those needs.	Requires each state to submit a unified state plan that describes how WIOA-authorized programs will be aligned and coordinated to meet state workforce needs.
Performance Accountability Indicators	Established a set of indicators that were specific to AEFLA grantees. Indicators included demonstrated improvements in basic skills, placement in postsecondary education or employment, and receipt of a secondary school diploma or equivalent.	Establishes a set of six common performance accountability indicators across WIOA core programs. These metrics relate to employment, earnings, and the attainment of or progress toward a postsecondary credential.
English Literacy and Civics Education State Grants (EL-Civics)	No reservation in statutory language, though AEFLA funds had been reserved for this purpose through appropriations legislation.	Specifies that 12% of AEFLA funds that are not reserved for National Leadership Activities will be reserved for EL-Civics State Grants.
Authorization Level	Authorized such sums as necessary for each of FY1999 through FY2003.	Authorizes \$577,667,000 for FY2015, \$622,286,000 for FY2016, \$635,198,000 for FY2017, \$649,287,000 for FY2018, \$664,552,000 for FY2019, and \$678,640,000 for FY2020.

**Source:** CRS analysis of P.L. 105-220 (as amended through 2014) and P.L. 113-128.

## Purpose of AEFLA and Definition of Adult Education

Under the WIOA provisions, Section 202 of AEFLA specifies that the purpose of the legislation is to create a partnership between the federal government, states, and localities to provide services to

- (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- (2) assist adults who are parents or family members to obtain the education and skills that-
  - (A) are necessary to becoming full partners in the educational development of their children; and
  - (B) lead to sustainable improvements in the economic opportunities for their family;
- (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- (4) assist immigrants and other individuals who are English language learners in-
  - (A) improving their-
    - (i) reading, writing, speaking, and comprehension skills in English; and
    - (ii) mathematics skills; and
  - (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.<sup>5</sup>

These provisions in WIOA represent an expansion of the purpose specified in the WIA version of AEFLA. Paragraph (3) expands the program purpose to include transition to postsecondary education and training. Paragraph (4) is a new provision in WIOA and has no direct counterpart in prior law.

WIOA also amended the definition of “adult education” in statute to reflect an increased emphasis on the relationship between AEFLA-funded services and subsequent transitions to postsecondary education and employment. Under WIOA, adult education is defined as:

- [A]cademic instruction and education services below the postsecondary level that increase an individual’s ability to—
- (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
  - (B) transition to postsecondary education and training; and
  - (C) obtain employment.<sup>6</sup>

Under WIA, the definition of adult education did not include employment or postsecondary education, though other provisions of the bill did mention these outcomes.

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<sup>5</sup> See §202 of WIOA.

<sup>6</sup> See §203(1) of WIOA.

## Statutory Division of AEFLA Appropriations

Under the AEFLA provisions of WIOA, Sections 211 and 221 reserve or limit funds for specific purposes or activities. The collective effects of these provisions, as specified in statute, are summarized below.

### Total Appropriation

- Reservation for National Leadership Activities (2% of total appropriation)
- Unreserved funds (98% of total appropriation)
  - English Literacy and Civics Education State Grants (12% of unreserved funds)
  - Adult education state grant funds (88% of unreserved funds)<sup>7</sup>
    - Subgrants to local providers (at least 82.5% of adult education state grant funds)
    - State leadership activities (up to 12.5% of adult education state grant funds)
    - Administrative costs (up to 5% of adult education state grant)

As noted in **Table 1**, the AEFLA provisions of WIOA repealed two reservations that were enacted in the AEFLA provisions of WIA. Under the AEFLA provisions of both WIA and WIOA, statute specifies that the state grant funds that are allotted to the states are the funds that remain after the statutory reservations. As such, the repeals of two “off-the-top” reservations have the practical effect of increasing the portion of the AEFLA appropriation that is allotted to the states.

## State Formula Grants

Under the AEFLA provisions of WIOA, the 98% of the annual AEFLA appropriation that is not reserved for National Leadership Activities is granted to the states via two formula grants. Of the formula grant funds, 12% are reserved for English Literacy and Civics Education State Grants (EL-Civics) and allotted to the states via formula. (See the “English Literacy and Civics Education State Grants” section later in this report.) The remaining 88% of the unreserved funds is allocated to adult education state grants and allotted to the states using a second formula.

### Allotment of Adult Education State Grant Funds

The AEFLA provisions of WIOA specify a two-step process by which state grant funds are distributed. First, there is an initial allotment of \$250,000 to each state and \$100,000 to each eligible outlying area. The second step of the allotment process distributes the remainder of the funding by formula, which is based on each state’s share of qualifying adults. Qualifying adults are individuals who

- are at least 16 years of age,
- are beyond the age of compulsory school attendance in their state,

<sup>7</sup> Allocations of state grant funding assume that states allocate the maximum allowable amount to state leadership activities and administrative costs. It is possible and permissible for states to allocate smaller portions of their AEFLA state grant funds to these two functions and consequently allocate a larger share to subgrants to local providers.



- do not have a secondary school diploma or its recognized equivalent, and
- are not enrolled in secondary school.<sup>8</sup>

States must match their grants so that 25% of the state's total adult education resources are from non-federal sources.<sup>9</sup> Non-federal matches may be cash or in-kind. In outlying areas, the non-federal share must be at least 12%.

AEFLA's hold harmless provisions specify that states and outlying areas shall receive grants equal to at least 90% of the grant they received in the previous fiscal year.<sup>10</sup> AEFLA's maintenance of effort provisions require each state and outlying area to expend at least 90% of what it spent in the prior year on adult education activities.<sup>11</sup>

WIOA did not change the factors, weights, or hold harmless provisions from the formula in the AEFLA provisions of WIA.

## **State Agency Allocations of Adult Education State Grants**

Statute specifies that states may allocate up to 12.5% of their grants for state leadership activities and up to 5% for administrative expenses. At least 82.5% of their grants must be subgranted to local providers of adult education services.

### **State Leadership Activities**

States may allocate up to 12.5% of their grants to state leadership activities (activities of statewide significance). The AEFLA provisions of WIOA specify four required state leadership activities:

- The alignment of adult education activities with other WIOA core programs and One-Stop partners to implement strategies identified in the unified state plan.<sup>12</sup> (See "Unified State Plans" section later in this report.)
- The establishment or operation of professional development programs to improve instruction by local providers and dissemination of information and promising practices related to such programs.
- Technical assistance to local service providers, including the development and dissemination of instructional and programmatic practices, information on the role of adult education providers as partners in the workforce system, and assistance in the use of technology.
- The monitoring and evaluation of adult education activities and dissemination of models and proven or promising practices within the state.

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<sup>8</sup> See §211 of WIOA.

<sup>9</sup> This matching requirement can also be viewed as states providing \$1 of resources for every \$3 in federal funding.

<sup>10</sup> If federal appropriations are insufficient to meet this threshold, each grantee's share of current year funding will be ratably reduced.

<sup>11</sup> See §222 of WIOA.

<sup>12</sup> For more information on the One-Stop system and partner programs, see CRS Report R41135, *The Workforce Investment Act and the One-Stop Delivery System*, by David H. Bradley.

In addition to the required state leadership activities, AEFLA lists a number of allowable statewide activities related to program development, alignment with other programs, and “other activities of statewide significance that promote the purpose of this title.”<sup>13</sup>

## **Subgrants to Eligible Providers**

At least 82.5% of a state’s formula grant must be subgranted to local providers through a competitive grant process. States must provide “direct and equitable access” to all eligible providers. When selecting subgrantees, states must consider a group of 13 factors detailed in law. Many of these considerations relate to a provider’s ability to serve high-need populations, deliver high-quality services, and coordinate with other programs and services.<sup>14</sup>

AEFLA defines an eligible provider as “an organization that has demonstrated effectiveness in providing adult education and literacy activities[.]” Eligible providers may include

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority; and
- a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals.

A consortium or coalition of entities in the above list is also considered to be an eligible provider, as is a partnership between an employer and an entity in the above list.

Local subgrantees are required to establish or operate programs that provide adult education and literacy activities. AEFLA defines these activities as

[P]rograms, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.<sup>15</sup>

Section 225 of WIOA specifies that each state will subgrant funds to support educational activities for individuals in correctional institutions and for other institutionalized individuals. Statute does not specify a minimum funding level and no more than 20% of subgrants to local providers may support these activities.

## **English Literacy and Civics Education State Grants**

Under WIOA, 12% of AEFLA formula grant funds are reserved for “Integrated English Literacy and Civics Education” (EL-Civics State Grants). The AEFLA provisions of WIOA define EL-Civics activities as

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<sup>13</sup> A full list of allowable state leadership activities is included in §223 of WIOA.

<sup>14</sup> A full list of considerations is included in §231(e) of WIOA.

<sup>15</sup> See §202(2) of WIOA.

[S]ervices provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.<sup>16</sup>

EL-Civics grant funds are allotted to the states by formula on the basis of each's state relative share of recent immigrants admitted for legal permanent residence (LPR). Specifically

- 65% of EL-Civics funds are allotted on the basis of each state's share of LPRs for the 10 most recent years;
- 35% of EL-Civics funds are allotted on the basis of each state's share of LPRs for the 3 most recent years; and
- no state may receive an EL-Civics grant of less than \$60,000.<sup>17</sup>

While the codification of EL-Civics State Grants was new to WIOA, EL-Civics grants had been funded through set-aside provisions in annual appropriations legislation since FY2000. The allotment formula in WIOA is the same as the formula that was typically specified in appropriations legislation for allotting EL-Civics State Grant funding.

## **State Plans and Performance Accountability Metrics**

To be eligible for AEFLA grant funds, a state must have an approved state plan.<sup>18</sup> A major change in WIOA is the state-level alignment and coordination of AEFLA-funded programs with other WIOA-authorized programs. Under the new law, programs are coordinated through a single unified state plan and performance is aligned through a set of common measures.

Under the AEFLA provisions of WIOA, each state had an AEFLA-specific state plan as well as separate plans for other programs authorized under WIA. Similarly, the performance accountability system under AEFLA was limited to adult education programs and not directly comparable to data from other WIA-authorized programs.

## **Unified State Plans**

Under WIOA, each state must submit a unified state plan (USP) that establishes a four-year strategy for the core WIOA-authorized programs in the state, including adult education.<sup>19</sup> Generally, these plans must assess the state's labor needs and workforce development system and describe how the core WIOA programs will be aligned and coordinated to meet these needs. The plan must also describe how each program will be assessed each year.

The unified state plan is developed by the State Workforce Development Board (WDB). The WDB includes representatives from business, the workforce, and government. Government representatives include the lead state official from each core program and, as such, the lead official from each state's adult education agency will be on the state WDB.

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<sup>16</sup> See §202(12) of WIOA.

<sup>17</sup> See §243 of WIOA.

<sup>18</sup> State plans must be approved by both the Secretary of Labor and the Secretary of Education.

<sup>19</sup> Full requirements for unified state plans are in §102 of WIOA. States also have the option of submitting a combined state plan that, in addition to aligning the core WIOA programs, also includes other One-Stop partner programs.

In addition to the unified components of the state plan, WIOA also requires state plans to address several specific issues related to activities carried out under AEFLA. These requirements include descriptions of how the state will

- if applicable, align content standards for adult education with state-adopted academic content standards, as adopted under Title I-A of the Elementary and Secondary Education Act (ESEA);
- apply statutory considerations when awarding subgrants, including subgrants for correctional education, EL-Civics, and integrated education and training;
- use the funds to carry out state leadership activities;
- use funds to carry out EL-Civics activities; and
- assess the quality of providers and actions to improve such quality.

### **Performance Accountability Measures and Reporting Requirements**

Similar to the unified state plans, WIOA also developed common performance accountability measures across all core WIOA-authorized programs.<sup>20</sup> Generally, these metrics focus on employment and credential attainment. The alignment of performance indicators for adult education and other employment programs reflects WIOA's increased emphasis on the transition from adult education to employment and/or postsecondary education. Section 116 of WIOA specifies six performance accountability measures:

1. the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
2. the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
3. the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. the percentage of program participants who, during participation in or within one year after exit from the program, obtain either (1) a recognized postsecondary credential or (2) a secondary school diploma or its recognized equivalent and subsequently enter employment or are in a program leading to a recognized postsecondary credential;
5. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
6. the indicators of effectiveness in serving employers (to be established by the Secretary of Education and the Secretary of Labor).

Each state must identify an expected level of performance for each indicator for each core WIOA program. In practice, this means that data limited to AEFLA grantees will be reported on each of the six performance metrics. Expected levels of performance are negotiated between the state and the Secretary of Labor in conjunction with the Secretary of Education and will be included in each unified state plan.

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<sup>20</sup> The metrics for the WIA youth formula grants are slightly different. For more information on these metrics, see CRS Report R40929, *Vulnerable Youth: Employment and Job Training Programs*, by Adrienne L. Fernandes-Alcantara.

## National Leadership Activities

Under WIOA, 2% of AEFLA appropriations are reserved for National Leadership Activities (NLA). Section 242 of WIOA describes NLA as “activities to enhance the quality and outcomes of adult education and literacy activities and program nationwide.”

Statute establishes four required activities:

- providing assistance to help states meet the performance accountability requirements in Section 116 of WIOA;
- upon request by a state, providing assistance to local providers in using performance accountability measures and data systems for the improvement of adult education activities;
- carrying out research on and evaluation of adult education activities and estimating the number of adults functioning at the lowest levels of literacy proficiency, which shall be coordinated across relevant federal agencies, including the Institute for Education Sciences; and
- carrying out an independent evaluation of the programs and activities under AEFLA at least once every four years.

Statute also specifies a group of allowable activities under NLA. These include using NLA funds for technical assistance to states and local providers as well as supporting activities to identify best practices, support networks of providers, increase program effectiveness, and evaluate programs.

## Appendix A. AEFLA Funding, FY2000-FY2014 Under the Workforce Investment Act

**Table A-1. AEFLA Funding under the Workforce Investment Act of 1998 (P.L. 105-220)**

(dollars in thousands)

Fiscal Year	AEFLA Total	State Grants <sup>a</sup>	National Institute for Literacy	National Leadership Activities
2000	\$470,000	\$450,000	\$6,000	\$14,000
2001	\$560,500	\$540,000	\$6,500	\$14,000
2002	\$591,060	\$575,000	\$6,560	\$9,500
2003	\$587,217	\$571,262	\$6,517	\$9,438
2004	\$590,233	\$574,372	\$6,692	\$9,169
2005	\$585,406	\$569,672	\$6,638	\$9,096
2006	\$579,552	\$563,975	\$6,572	\$9,005
2007	\$579,563	\$563,975	\$6,583	\$9,005
2008	\$567,468	\$554,122	\$6,468	\$6,878
2009	\$567,468	\$554,122	\$6,468	\$6,878
2010 <sup>b</sup>	\$639,567	\$628,221	0	\$11,346
2011	\$607,443	\$596,120	0	\$11,323
2012	\$606,295	\$594,993	0	\$11,302
2013	\$574,667	\$563,955	0	\$10,712
2014	\$577,667	\$563,955	0	\$13,712

**Source:** Department of Education FY2000 through FY2015 budget justifications. Additional details on congressional action from FY2012 to FY2014 are available at <http://www2.ed.gov/about/overview/budget/tables.html>.

**Notes:** Funding for each activity did not always follow reservations in statute. State grant funds include set-asides for WIA Title V Incentive Grants, which were repealed by the Workforce Innovation and Opportunity Act of 2014 (WIOA; P.L. 113-128)

- a. State grants funding includes WIA Title V Incentive Grants, which were repealed by WIOA.
- b. FY2010 funding reflects the elimination of the National Institute for Literacy (NIFL). The authorization for NIFL was repealed by WIOA.

## Appendix B. Estimated Allotments of State Grant Funds, FY2014

**Table B-1. Estimated AEFLA Grants to States, FY2014 under the Workforce Investment Act of 1998**

Grantee	Adult Education State Grants	English Language/Civics Grants <sup>a</sup>	Total Grants
Alabama	\$8,935,513	\$247,550	\$9,183,063
Alaska	\$919,067	\$108,252	\$1,027,319
Arizona	\$10,043,254	\$1,274,865	\$11,318,119
Arkansas	\$5,209,176	\$184,178	\$5,393,354
California	\$71,978,641	\$14,717,830	\$86,696,471
Colorado	\$5,701,400	\$851,061	\$6,552,461
Connecticut	\$4,332,624	\$867,146	\$5,199,770
Delaware	\$1,468,601	\$149,326	\$1,617,927
District of Columbia	\$1,071,121	\$187,457	\$1,258,578
Florida	\$29,729,926	\$7,432,403	\$37,162,329
Georgia	\$16,140,306	\$1,729,358	\$17,869,664
Hawaii	\$1,653,754	\$462,360	\$2,116,114
Idaho	\$2,037,720	\$168,508	\$2,206,228
Illinois	\$17,277,388	\$2,779,086	\$20,056,474
Indiana	\$8,950,979	\$531,203	\$9,482,182
Iowa	\$3,184,341	\$285,102	\$3,469,443
Kansas	\$3,252,418	\$330,511	\$3,582,929
Kentucky	\$8,042,340	\$335,049	\$8,377,389
Louisiana	\$8,692,617	\$264,758	\$8,957,375
Maine	\$1,562,984	\$100,287	\$1,663,271
Maryland	\$7,346,895	\$1,696,405	\$9,043,300
Massachusetts	\$7,718,791	\$2,097,143	\$9,815,934
Michigan	\$11,972,115	\$1,253,159	\$13,225,274
Minnesota	\$4,697,800	\$913,791	\$5,611,591
Mississippi	\$5,874,991	\$106,278	\$5,981,269
Missouri	\$8,195,695	\$474,359	\$8,670,054
Montana	\$1,138,765	\$60,000	\$1,198,765
Nebraska	\$2,026,518	\$266,770	\$2,293,288
Nevada	\$4,758,867	\$723,941	\$5,482,808
New Hampshire	\$1,458,483	\$170,063	\$1,628,546

Grantee	Adult Education State Grants	English Language/Civics Grants <sup>a</sup>	Total Grants
New Jersey	\$11,205,268	\$3,692,750	\$14,898,018
New Mexico	\$3,817,129	\$237,855	\$4,054,984
New York	\$31,088,296	\$9,632,466	\$40,720,762
North Carolina	\$15,630,737	\$1,094,020	\$16,724,757
North Dakota	\$900,422	\$60,000	\$960,422
Ohio	\$14,260,226	\$947,133	\$15,207,359
Oklahoma	\$5,661,291	\$296,575	\$5,957,866
Oregon	\$4,763,276	\$554,380	\$5,317,656
Pennsylvania	\$15,837,499	\$1,617,279	\$17,454,778
Rhode Island	\$1,926,209	\$256,602	\$2,182,811
South Carolina	\$8,051,157	\$280,800	\$8,331,957
South Dakota	\$1,107,256	\$73,058	\$1,180,314
Tennessee	\$10,668,020	\$548,024	\$11,216,044
Texas	\$48,040,451	\$6,032,313	\$54,072,764
Utah	\$2,724,927	\$385,830	\$3,110,757
Vermont	\$823,816	\$60,000	\$883,816
Virginia	\$10,746,504	\$1,909,674	\$12,656,178
Washington	\$7,672,828	\$1,561,575	\$9,234,403
West Virginia	\$3,485,053	\$60,000	\$3,545,053
Wisconsin	\$5,956,366	\$437,102	\$6,393,468
Wyoming	\$742,225	\$60,000	\$802,225
American Samoa	\$244,162	\$0	\$244,162
Guam	\$427,422	\$0	\$427,422
Northern Mariana Islands	\$354,069	\$0	\$354,069
Puerto Rico	\$11,093,034	\$245,365	\$11,338,399
Virgin Islands	\$507,395	\$0	\$507,395
Freely Associated States	\$18,531	\$0	\$18,531
Outlying Area Competitive Grants	\$81,469	\$0	\$81,469
WIA Incentive Grants <sup>b</sup>	\$9,935,872	\$0	\$9,935,872
<b>Total</b>	<b>\$493,144,000</b>	<b>\$70,811,000</b>	<b>\$563,955,000</b>

**Source:** Department of Education, “Estimated Adult Education State Award Allocations for Fiscal Year 2014,” <https://www2.ed.gov/about/offices/list/ovae/resource/2014-allocations-state-grant.pdf> and Department of Education, “State Tables by Program,” <http://www2.ed.gov/about/overview/budget/statetables/15stbyprogram.pdf>.

- a. FY2014 reservation for English Language-Civics grants was established in appropriations law as part of P.L. 113-76.
- b. WIA Title V Incentive Grants were repealed by the Workforce Innovation and Opportunity Act of 2014 (WIOA; P.L. 113-128).



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